

CARLETON UNIVERSITY	
Institute of European, Russian and Eurasian Studies (EURUS)	
FYSM 1601	Fall/Winter 2013/2014
Literature and Political Change in Europe	
Time: Wednesdays 11:35 am-2:25 pm	Location: Fall - Tory Building 217 Winter - Paterson Hall 115
Instructor: Vildana Stanišić-Keller	Office: River Building 3314
Office hours: Mondays 5:30-6:00 and Wednesdays 2:30-3:00	
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A. COURSE DESCRIPTION

This seminar is an introductory to the selection of European literary and cinematic works, and political issues reflected in them. Our thematic focus for the course is **Literature and Political Change in Europe** and we will explore it by studying various works from multiple disciplines, including literature, film, history, art history, philosophy, anthropology within the context of political, social and cultural happenings that have been affecting European societies. Thus, this course asks you to engage with literature and cinema and examine ideas and their ambiguities imbedded in different periods of European political history.

How are political events and tensions reflected in literary texts influenced by literary developments?

As the introduction to some of the themes of politics through a selection of different artistic forms, the course will address such political topics as the relation of the individual to society and political authority. The course emphasis is on situating individual authors in a political context in order to develop a greater understanding of both the diversity of the European political cultures and the significance of artistic representations of political events that have been shaping Europe.

The course material will lead us on a journey of events, ideas and development that have been reflected in creating a unified Europe. In world historical terms, this has been the period of the achievement and collapse of European political and cultural hegemony. Although we shall look at other areas, our concentration will be on the changes that took place in the European World in the 20th centuries, its unification projects, the reestablishment of European powers into the 'new order', the crises of politics and culture, the emergence of different Europes, political integrations and disintegrations after the fall of the Berlin Wall, and the contemporary attempts toward social and political remapping of Europe.

Emphasis will be on the defining and illuminating issues of freedom, progress and its implications, human rights, belonging, boundaries and their forms, diversity of ideas and ideologies, utopia/dystopia, revolution/evolution, war and peace, love and hate.



COURSE OBJECTIVES

In the process of our study, we will explore diverse cultural and political histories reflected in the stories, novels, plays, movies, paintings, and other forms of art. The course will proceed simultaneously along two lines of inquiry. The first concerns the works of literature (and other art forms) directly: what, if anything, do these authors have to tell us about politics, including that most comprehensive of political themes, the good life? We will treat these sources as historical cultural documents that open a window on the society, trends, intellectual traditions and events of the era in which they were created, since literature is believed to be the most complete and expressive manifestation of the cultural creativity. The second line will require us to reflect on our own activity: what does it mean to "read" a "text" in a political manner? Is our objective to "find" meanings put into works by their authors, or does our reading reflect our own concerns and questions back to us?

In general, our seminar focuses on critical, self-reflective thinking, integrates knowledge from a variety of disciplinary and sociocultural perspectives through examination of political, social and cultural complexities of known and unknown Europe.

INTENDED OUTCOMES

Upon completion of the course, students should:

Course-specific skills:

- have a general grasp of major trends in European political, social and cultural history;
- understand some of the basic over-arching themes in philosophy, literature and political practices influencing changes;

Discipline-specific skills:

- be able to discuss ideas, critically analyze material, synthesize diverse disciplinary perspectives;
- be able to structure, present and debate arguments;

Personal and key skills:

- develop the ability to work independently and collaboratively;
- communicate effectively;
- develop analytical, drafting and presenting skills.

FORMAT: LEARNING/TEACHING METHODS

The general, methodological approach of the course will be a mix of conceptual political history and discourse analysis.

There will be one three-hour seminar per week consisting typically of a short introductory contextualization of major themes, followed by student-prepared presentations, small group to whole class discussion, and consolidation of the themes and perspectives.

Due to its discussion format, the seminar offers students substantial opportunity for expression and intellectual challenges. The quality of the discussion and the seminar depends on students doing their readings and being prepared for each class. Participation in discussions is essential to the life of the seminar and students' standing in the course.

NOTE: The course assumes no prior knowledge of literatures, languages and cinema of Europe. All books are in English translation and movies with English subtitle. You are welcome and encouraged to read books in original languages.



TOPICS & READINGS

COURSE TOPICS

The course is organized into four broad units as thematic frames for our discussion on several topics, including but not limited to issues of nations & nationalism, class & gender, social norms, the changing role of state/religion/progress, individual, identity, memory, as well as political movements and trends.

- Changes: Absolutism & Representation & Identity
- Revolutions & Wars: Belonging & Rights & Fears
- Peace: Negotiations & Reconciliation & Representations of differences
- Crossing borders: Traditions & Norms & Gaps

READINGS

The readings are a combination of the main readings and supplementary readings. While this course has no stated prerequisite, it is assumed that the students like literature and cinema, as well as reading, sharing ideas and views with others.

Main Readings:



Camus Goytisolo Kafka Lakhous Schlink Schulze Tabucchi Zamyatin

1. *Adam and Evelyn* (Adam Und Evelyn) by Ingo Schulze
2. *Clash of Civilizations over an Elevator in Piazza Vittorio*
(Scontro di civiltà per un ascensore a Piazza Vittorio) by Amara Lakhous
3. *Pereira Declares/ Pereira Mentains* (Sostiene Pereira) by Antonio Tabucchi
4. *The Marx Family Saga* (La saga de los Marx) by Juan Goytisolo
5. *The Metamorphosis* (Die Verwandlung) by Franz Kafka
6. *The Reader* (Der Vorleser) by Bernhard Schlink
7. *The Stranger* (L'Étranger) by Albert Camus
8. *We* (Мы) by Yevgeny Zamyatin;

NOTE: Paperback editions of these texts have been ordered for the University Bookstore. All titles will available on the Library Reserves (course reserves).

Supplementary Readings:

We will be using only certain articles from this list.

“Absolutism: L'Etat, C'Est Moi” by Kenneth S. Doig <http://history-world.org/absolutism.htm>

“Balancing the books” by Timothy Snyder
<http://www.eurozine.com/pdf/2005-05-03-snyder-en.pdf>

“Commemorative causality” by Timothy Snyder
<http://www.eurozine.com/articles/2013-06-06-snyder-en.html>

“Democracy protection in the EU revisited: What, if anything, is wrong with a Copenhagen Commission?” by Jan-Werner Müller
<http://www.eurozine.com/articles/2013-07-09-muller-en.html>

Discourse, Part Four, by René Descartes <http://www.gutenberg.org/files/59/59-h/59-h.htm#part4>

Leviathan, Part 1, Chapter 14, by Thomas Hobbes
<http://www.gutenberg.org/files/3207/3207-h/3207-h.htm#2HCH0014>

Leviathan, Part 2, Chapter 17, by Thomas Hobbes
http://www.gutenberg.org/files/3207/3207-h/3207-h.htm#2H_PART2

„Europe Between Integration and Disintegration optimism: United Europe?” by Jiří Musil http://sreview.soc.cas.cz/uploads/6611245b8aa1761e0027095cbd232d91609ba33f_486_005MUSIL.pdf

“Misconceptions, Confusions, and Conflicts Concerning Socialism, Communism, and Capitalism”
by Paul Brians http://public.wsu.edu/~brians/hum_303/misconceptions.html

“Political change and the performing arts: The case of central and eastern Europe” by Géza Kovács <http://www.eurozine.com/pdf/2013-08-01-kovacs-en.pdf>

“Public space democracy” by Nilufer Gole <http://www.eurozine.com/pdf/2013-07-29-gole-en.pdf>

“The Age of Totalitarianism: Stalin and Hitler” by Steven Kreis
<http://www.historyguide.org/europe/lecture10.html>

“The Decade of European recovery: The Cold war and Bipolarization” by Raymond F. Betts http://www.britannia.com/history/euro/4/1_2.html

“The Elusive Peace, The Cold War: Soviet and American Spheres”
<http://history-world.org/coldwar.htm>

“The EU: Broken or just broke?”
<http://www.eurozine.com/comp/focalpoints/eurocrisis.html>

“The European dis-Union: Lessons from the Soviet collapse” by Ivan Krastev
<http://www.eurozine.com/articles/2012-07-26-krastev-en.html>

“The European Union and the Habsburg Monarchy” by Robert Cooper
<http://www.eurozine.com/articles/2012-12-10-cooper-en.html>

“The nation or Europe?” by Wolfgang Matz <http://www.eurozine.com/articles/2013-07-10-matz-de.html>

"The Origins of the Cold War" by Steven Kreis

<http://www.historyguide.org/europe/lecture14.html>

The Prince, Chapter XVII, by Nicolo Machiavelli

<http://www.gutenberg.org/files/1232/1232-h/1232-h.htm#2HCH0017>

"1968: The Year of the Barricades" by Steven Kreis

<http://www.historyguide.org/europe/lecture15.html>

"1989: The Walls Came Tumbling Down" by Steven Kreis

<http://www.historyguide.org/europe/lecture16.html>

Audio: Bernstein Symphony No. 2 "The Age of Anxiety and Despair"

<http://www.youtube.com/watch?v=HlhtHpfgHNE>

Video: A Brief Summary of the history of European Union enlargement

<http://www.youtube.com/watch?v=RE6QgoykLZU&feature=related>

"European Union - 50 years in 5 minutes!"

<http://www.youtube.com/watch?v=sO75ZsvMkc8>

"Understanding multiculturalism: Has multiculturalism in Britain retreated?" by Tariq Modood, Varun Uberoi <http://www.eurozine.com/articles/2013-05-29-uberai-en.html>

Note: All readings are on reserve in the Library. Electronic files (majority on the supplementary reading list) could be accessed by using cuLearn course page or logging to Ares. Texts for the Main Readings (books) could be purchased at the University's Bookstore. During the class, the students are expected to have a copy of the texts (books, articles, etc.).

B. COURSE CALENDAR - TIME SCHEDULE AND READINGS

NOTE: Detailed calendar with course time schedule and class readings will be provided with complete syllabus on the first day of our classes.

C. COURSE REQUIREMENTS



This seminar course meets once a week for a three-hour session. Students are expected to attend all classes and do assigned readings. Attendance is mandatory and participation, based on active and effective involvement in discussions, will form an important part of the final grade. Each student is responsible for the main reading, as noted in the Course Calendar. A student or a group is responsible for selected supplementary readings (as indicated in the Course Calendar).

Participation in discussion is essential to the life of the class and intensity of students' remarks will have a marked influence on grades. Much of the grade will also depend upon the quality of the presentation and the written assignment required by the course: an essay (running from ten to twelve pages). The presentation will deal with major aspects of the readings and the paper will deal with common aspects of the readings and discussions; topics may be suggested by the students, but elaborate topics will be circulated in advance.

Thus, there are **three requirements**:

1. Effective Participation: Attendance and active involvement in class discussion are expected from all participants in the course.

In order to both have worthwhile class discussion and foster dialogue, it is essential that students come to class having read the assigned material closely, being prepared to contribute by listening classmates and engaging in conversation respectfully. No one is expected to provide a brilliant insight at every moment, but coming prepared to voice

your perspectives and interpretations is assumed. All of your ideas, opinions, comments and questions matter.

The whole class reads the main reading and everyone is expected to contribute. Preparation means keeping up with the reading, articulating questions and issues to explore. Students are encouraged to be creative and personal in expressing their insights and reactions, as well as responding to specific issues and texts of the seminar. In case someone is not able to attend the weekly seminar for some good reason, please, inform me in advance (in person or via e-mail). The 1% will be taken off (of the Attendance total 10%) for each incident. Being late is a form of absence, and I will decide when a sufficient number of late arrivals (if not advised in advance) becomes equivalent to absence of one seminar.

Overall, quality counts more than quantity, on both ends.

2. Presentation: Presentations: Everybody is expected to make an **oral presentation** - twice during the course (one for the first term and another one for the second term). One presentation should be on the main reading and the other one on a supplementary reading. We should have a couple of students per class for the presentation of the topics related to the main reading, and a student or a group of about two people for the one on the supplementary readings.

The presentation should have a form of discussion or debate that would involve a team engaged/class in an argument on an issue raised in the readings or assigned by the instructor. Each presenter is expected: a) to present key points /ideas / arguments / propositions and information comprehensively and in a logical manner; b) to participate in constructive communication by listening critically and attentively in order to make connections, interpret, infer, confirm, summarize, question; c) to lead the discussion by briefly highlighting key themes and issues to explore; d) to provide handouts (1 page), with the key points of the presentation.

Since the heart of this course is discussion, the presenter is responsible for leading discussion/ conversation. A schedule will be distributed in the second week of class (upon signing up during our first session).Presenting the contextual material should take no more than 15 minutes and you will have the opportunity to have questions and lead the conversation for at least 15-20 minutes, after which, if and when discretion dictates, I may take over.

Each of you is welcome to use space within the cuLearn server forum where you can (need not) submit any materials or links you would like us to consider before class. Each of us is responsible for checking the forum, but you must add any new material in a timely manner - at least 24 hours before your presentation. If you wish, bring to class

any materials you like or are pertinent to your presentation. Please, include a list of sources in your handout as well.

NOTE: It is recommended that you discuss the presentation outline with me (in advance, ideally a week before presenting).

3. Assignments: For this course you will be required to write two papers – analytical essays:

a) The first is a term paper: It should be 8-10 pages long, double-spaced, not including quotations and works cited. The topics for the term essay will be suggested by the instructor. If you would like to explore any issue you feel passionate about in regard to the Main reading or the class movies, you are more than welcome to discuss that option with me (before the end of the first term classes). The essay should be relevant to one or more of the themes covered in the syllabus. The term paper will be evaluated on the criteria of framing of the topic (a clearly defined argument, consistent formulation of the main ideas, internal organization of the text, correct citation of sources) and technical matters (spelling, grammar, and use of style guide*). Papers are expected to be **sent electronically as an attachment to the instructor by December 22, 2013.**

b) The second is a take-home exam: As the final paper, it is related to the themes and issues discussed during the seminar and relevant to the themes covered by the literature and cinema. Students are given topics out of which 3 (three) should be selected and elaborated in short (3 pages each) essays. Topics will be broad enough to allow you to explore your specific interests, but will involve close reading of key passages and analysis of the major reading's texts.

The essay will be evaluated on the criteria of framing of the topic (a clearly defined argument, consistent formulation of the main ideas, internal organization of the text, correct citation of sources) and technical matters (spelling, grammar, and use of style guide*). Papers are expected to be **sent electronically as an attachment (document format) to the instructor by April 26, 2014.**

***Paper Style Guidelines:** Please, use the *MLA Handbook for Writers of Research Paper*

The complementary critical texts for both presentations and papers will be suggested when we discuss the main ideas and concepts (during my office hours). You are welcomed to have your list of complementary literature.

D. COURSE EVALUATION & GRADING



EVALUATION

The following criteria for evaluation apply to the first and the second terms of the course. The grade from the first term will be averaged with the result in the second term to arrive at the final course grade.

- | | |
|---|-----|
| 1. Effective Participation: attendance & active involvement > consistent progress | |
| a) attendance | 10% |
| b) active involvement | 20% |
| 2. Presentation | 20% |
| 3. Term paper | 25% |
| 4. Take-home | 25% |

Please, note:

One percentage point will be deducted from the attendance mark per class missed unless a medical certificate is provided.

Two percentage points per day will be deducted from the mark on the paper after the due date, but no papers will be accepted or marked after their due date, unless a medical certificate is provided.

“Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.”

GRADING

The following explanation of grades is the agreed policy of the Faculty of Public Affairs. The standing in the courses will be shown by alphabetical grades. This is expanded upon the grading system outlined in the Undergraduate Calendar in order to give you a fuller description of standards. This explanation is intended to provide a clarification of the Calendar and in no way overrides it.

The Carleton University uses a 12 point grading scale from A+ (12) to F (0). Your overall Grade Point Average (GPA) will be calculated on the basis of this 12 point scale and the final evaluation you receive in the course will be submitted as a letter grade corresponding to this scale. Here is how to interpret grades in terms of expectation of performance for this course:

Letter Grade	Carleton Numerical System	% Ranges	Explanation
A+	12 Outstanding	90-100	Demonstrates exceptional evaluative judgment, outstanding critical thinking, and mastery of all aspects of study. Student often contributes thoughtful comments and insights based on class materials and relevant events and issues; is a catalyst for other student comments; listens to the comments and insights of others with respect and attention. For written work, virtually publishable – demonstrates originality, creativity, research and effectiveness of the argument.
A	11 Excellent	85-89	Demonstrates superior grasp of material, very strong critical thinking, and capacity to understand and extend underlying patterns. Student regularly contributes thoughtful comments and insights based on class materials and relevant events and issues; sometimes results in students'; listens to the comments and insights of others with respect and attention. Superior analytical writing skills, technical as well as literary.
A-	10 Great	80-84	Demonstrates strong grasp of material, its component parts, and capacity to analyze their relationships to each other. Student regularly contributes thoughtful comments and insights based on class materials and relevant events and issues; Writing is strong in its analytical and technical aspects.
B+	9 Very Good	77-79	Demonstrates more than clear understanding of material and ability to apply concepts. Student sometimes contributes comments and insights based on class materials and relevant current events, more often at instructor's prompting; generally polite but could be more engaged in class discussions. Written work is competent, technically and

			literary careful and thoughtful.
B	8 Good	73-76	Demonstrates comprehension of material, reasonable but not strong analytical capacity, with limitations in the ability to apply concepts. Student seldom contributes comments and insights of her/his own volition; comments not always relevant to materials or discussion at hand; needs to pay more attention to the contributions of the instructor and peers. Written work is competent, more descriptive than analytical.
B-	7 Adequate	70-72	Demonstrates understanding of parts of material with limited capacity to application. Student rarely and reluctantly contributes to class discussions; comments minimal; often noticeably disinterested in instructor's and peers' contributions. Written work is poor in creativity, originality and technical aspects of writing.
C+	6 Barely Adequate	67-69	Did not demonstrate an adequate understanding of the material or the ability to apply concepts. Never participates in class discussions; late with the assignments; writing/presentations show serious.
C to D-	5-1 Less than Adequate	63-50	Grades in this range indicate work that is passable in some respect but does not meet the standards of academic work. Very poor understanding of material; never contributes to class discussion; no interest in the class activities; writing very poor.
F	Failure	0-49	Did not meet minimal requirements and conditions of Satisfactory performance.

Standing in the course will be shown by alphabetical grades. Thus, in the case of this course, grades will be awarded as letter grades, but upon your request, your grade will be calculated as the weighted mean of the grade point equivalencies. Example: A- on a presentation worth 17%; A- on a participation worth 27%; B+ on the first essay worth 21%; and A+ on the take-home worth 25%:

$$A- \quad 10 \times .17 = 1.70$$

$$A- \quad 10 \times .27 = 2.70$$

$$B+ \quad 9 \times .21 = 2.10$$

$$A+ \quad 12 \times .25 = 3.00$$

$$\text{Final} \quad \quad \quad 9.50 \text{ or } A-$$

E. ACADEMIC REGULATIONS & POLICIES



I Academic Freedom

Studying the literature, culture and ideas of societies other than their own exposes individuals to unfamiliar and sometimes provocative attitudes, images, language and values. No one will be expected to subscribe to, or be required to accept, the values represented in the material to be studied. However, all participants in the course should be willing to examine the relevant texts, in various media, and make a sincere effort to understand the presuppositions of others, be willing to discuss the objects of study. By enrolling in this course, students accept a commitment to academic freedom for all participants, themselves, and the instructor.

II Classroom Etiquette

There will be plenty of information covered in this course. However, the course is structured to accommodate diverse academic backgrounds and be low stress, providing everyone makes a good faith effort (and attends). I believe that all of us will work together to establish optimal conditions for honorable academic work and exchange of ideas.

Though people in this class may express opinions different than yours, you are free to disagree – providing you do so in calm, courteous and respectful manner. This is especially important because we will be covering some sensitive, divisive topics during this class.

Showing lack of engagement by talking to other students while someone else is speaking, repeatedly reading the newspaper, using cell phone or other gadgets, doing homework for other classes, or using the notebook computer for non-class-purposes is considered disrespectful, rude and dismissive towards your fellow students and the instructor. This kind of behavior impacts your academic standing in this course. However, I doubt it will come to this. **So, please, do not use mobile phones or laptops during our sessions.** Exceptions are made when you are using your laptop for class purposes. In case of emergencies, you could always excuse yourself and leave the class.

III Academic Integrity

Each student in this course is expected to abide by the Carleton University Academic Integrity Policy.

“Sound scholarship rests on a commitment to a code of academic integrity that stresses principles of honesty, trust, respect, fairness and responsibility. The University demands integrity of scholarship from all of its members including students. The quality and integrity of academic work is paramount in achieving student success.”

Any work done and submitted by a student in this course for academic credit has to be the student’s own work. Complete acknowledgement for all information obtained from sources outside the classroom must be clearly stated in all written work submitted. Ideas, arguments, and direct phrasings taken from someone else's work must be identified and properly footnoted. Quotations from other sources must be clearly marked as distinct from the student's own work. For more, find the style guides at the Library, the course cuLearn page, consult the Writing Tutorial Services (WTS) at Student Academic Success Centre (carleton.ca/sasc).

The following list describes some conducts considered as violation of standards of academic integrity. For more on Academic Integrity Standards, please, consult Academic Integrity Policy (Section VI) at:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv14/>.

1. Plagiarism

“Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code /software, and material on the Internet.

Examples of plagiarism include, but are not limited to:

- ✚ submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- ✚ using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- ✚ using another's data or research findings;

- ✦ submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own;
- ✦ failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks.

2. Unauthorized Resubmission of Work

A student shall not submit substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs. Minor modifications and amendments, such as phraseology in an essay or paper do not constitute significant and acceptable reworking of an assignment.

3. Unauthorized Cooperation or Collaboration

An important and valuable component of the learning process is the progress a student can make as result of interacting with other students. In struggling together to master similar concepts and problems and in being exposed to each other's views and approaches, group of students can enhance and speed the learning process. Carleton University encourages students to benefit from these activities. However, it is also critically important that each individual student's abilities and achievements form the basis of the evaluation of that student's progress. As result, while collaboration is supported as being beneficial for various components of course and is generally encouraged, instructors typically limit the amount of collaboration allowed and communicate this to students in the course outlines. To ensure fairness and equity in assessment of term work, students shall not cooperate or collaborate in the completion of an academic assignment, in whole or in part, when the instructor has indicated that the assignment is to be completed on an individual basis. Failure to follow the instructor's directions regarding which assignments, or parts of assignments, should be completed by the individual alone will be considered violation of the standards of academic integrity."

All of these are serious offences which cannot be resolved only with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include, but not limited to a mark of zero for the plagiarized work or a final grade of "F" for the course.

"Instructors, advisors and/or supervisors must report all suspected cases of violation of the *Academic Integrity Policy* to the Faculty Dean. Details of the procedures to be followed in the event of a suspected violation can be found in Section VII, Procedures, of the *Carleton University Academic Integrity Policy* at carleton.ca/studentsupport . "

IV Electronic Communication

“The University provides each student with an email address and uses this as an official channel of communication with the student. A message sent to a student's university-provided email address constitutes an official communication to the student. Students are responsible for monitoring their University email address on a regular basis for as long as they are active in the academic affairs of the university. Requests from students regarding academic or administrative issues must be sent from the student's university-provided email address.”

You are welcome to contact me at Vildana.StanisisKeller@carleton.ca

ACADEMIC ACCOMMODATIONS

“Academic accommodation refers to educational practices, systems, and support mechanisms designed to accommodate diversity and difference within the meaning of the Ontario Human Rights Code. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. **At no time should academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.** Under the Code accommodation is assessed and provided on an individual basis, up to the point of undue hardship.

There are three types of accommodations typically made by the university: accommodations for disabilities, religious observance, and pregnancy.

Academic accommodation is assessed and provided on an individual basis. The University is committed to maintaining confidentiality to the greatest extent possible when providing academic accommodation and related support services to students.”

If you need special arrangements to meet your academic obligations during the term, please, refer to the accommodation statement below. For an accommodation request the processes are stated as follows:

“Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Academic Accommodations for Students with Disabilities: The **Paul Menton Centre** for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/> “

Additional Assistance for students

IF A STUDENT NEEDS ASSISTANCE WITH...	REFER TO...	CONTACT INFORMATION
<p>...understanding academic rules and regulations</p> <p>...choosing or changing their major</p> <p>...finding a tutor</p> <p>...academic planning guided by an Academic Advisor</p> <p>...polishing study skills</p>	<p>Student Academic Success Centre (SASC) <i>"Helping students build a foundation for academic success by facilitating services that foster personal direction and academic competence"</i></p>	<p>302 Tory Building 613-520-7850 www.carleton.ca/sasc</p> <p>Students can call or drop in to make an appointment</p>
<p>...developing a coherent pattern of courses in the major and consultation about opportunities for graduate school</p>	<p>Undergraduate Program Advisors</p> <p>http://www2.carleton.ca/fass/current-students/undergraduate-program-advisors-2/</p>	<p>Consult the individual departmental website</p>
<p>...a learning disability</p>	<p>Paul Menton Centre <i>"Integration, Individualization, Independence"</i></p>	<p>500 University Centre 613-520-6608 www.carleton.ca/pmc Students can call or drop in to make an appointment</p>
<p>...developing writing skills</p>	<p>Writing Tutorial Service</p>	<p>4th Floor, Library 613-520-6632 www.carleton.ca/wts</p>
<p>...peer assisted tutoring for pre-identified, notoriously difficult courses</p>	<p>Peer Assisted Study Sessions <i>"PASS workshops integrate how-to-learn (study skills) with what-to-learn (course content) in a fun, relaxed environment."</i></p>	<p>Learning Support Services www.carleton.ca/sasc/pass_home/index.html</p>
<p>...polishing English conversation skills, or proof reading (International students only)</p>	<p>International Student Services Office</p>	<p>128 University Centre 613-520-6600 www.carleton.ca/isso/</p>
<p>...Library and Research help; Learning Support and IT support</p>	<p>Staff at MacOdrum Library (reference services desk)</p>	<p>http://www.library.carleton.ca/learning_commons/index.html 613-520-2735</p>
<p>...coping with stress or crisis</p>	<p>Office of Student Affairs or Health and Counseling Services</p>	<p>Either ext. 2573 or http://www.carleton.ca/studentaffairs or www.carleton.ca/health</p>